

CHAPTER II

REVIEW OF LITERATURE

A. Review of Related Theory

1. Perception

a. The Definition of Perception

According to Tankard (2009) defined perception as a process of interpreting sensory data through our senses. According to Slameto (1975, p. 104) defined perception as a process related to put messages or information in human brain, he also stated that through perception, people constantly make connections with environment. This connection is through our senses of sight, hearing, taste, and smell. According to Morgan et al. (1979:312) perception is the way the world looks, sounds, feels, tastes, or smell. In other words, one definition of perception says that it is what immediately experienced by a person. From another viewpoint, perception can be defined in terms of the processes giving rise to our immediate experience of the world.

According to Jarvis (2015:108) stated that to put in and to analyze information is called as perception. Another definition of perception is stated by Blake & Sekular (2006, p. 1) that perception put us in contact with the world we live in, it shapes our knowledge of that world, they also said that what crucial from perception is because it provides people with a useful view of the world, where useful means being able to interact and effectively within our environment. Davidoff (1981) in Walgito (1997, pp. 53-54) explained about the process of perception. Senses perceive the stimuli then being organized and interpreted so that people realize and understand what the senses have perceived. Moreover, Rakhmat (1989:55-58) explained that perception is an experience about object, event, or relation from concluding

information and interpreting it. To interpret the sensory stimuli, it involves sensation, attention, expectation, motivation, and memory.

So, from the explanation above, it can be concluded that students' perception is the interpretation of their experience then it shapes students' knowledge and provides students with a useful view of the world.

b. Perception Process

According to Qiong (2017, p. 18) there are three stages of the perception process, as follows:

a) Selection

Selection is the first stage in the process of perception, in this stage the environmental stimulus turns into meaningful experience.

b) Organization

The second stage in the process of perception is an organization. After getting information from the outside world, information needs to be arranged in a certain way by finding meaningful patterns. There are two characteristics in this stage. First, the organizing process provides the structure of human perception. In this stage, raw stimuli from the outside world are placed into meaningful experiences of structured humans. Second, the process shows that human perception has stability. In other words, after selecting a stimulus and putting it into a category, the selected stimulus becomes more durable.

c) Interpretation

The third stage in perception is interpretation that is referred to the process of attaching meaning to what is chosen by the stimulus. However, each person will give a different interpretation despite getting the same stimulus.

2. Student's Perception

Psychologically, the perception has to do with the following facts. Perception is the psychological ability to process or use the information received through the sense organs. As Akandes' statement in his education research, he stated that perception is the cognitive impression that is formed from 'reality'. It influences the individuals' actions and behaviour towards an object. Akande (2009, p. 1) later quoted the Alagbu statement (1999), that perception follows factors, as past experiences, present experiences, personality, and motivation, as crucial to understanding how people perceive events.

From the above definition, it can be concluded that student's perception is a psychological ability possessed to process and analyze an event that has been done or has happened.

3. Online learning

a. The Definition of Online learning

According to Mohammadi (2010), online learning is commonly referred to as the intentional use of networked information and communications technology in teaching and learning. Online learning can be defined in this way too: the application of electronic systems such as the internet, computers, multimedia CDs which their aim is to reduce the number of expenses and goings and comings. According to Goyal (2012), online learning can be defined as the science of learning without using paper printed instructional material. Online learning is the use of telecommunication technology to deliver information for education and training. With the progress of information and communication technology development, online learning is emerging as the paradigm of modern education.

Online learning can be best defined as the science of learning without using paper printed instructional material. Online learning is the use of telecommunication technology to deliver information for education and training. With the progress of information and communication technology development. Online learning is emerging as the paradigm of modern education. The significant advantages of online learning include liberating interactions between learners and instructors, from limitations of time and space through the asynchronous and synchronous learning network model Pei-Chen Sun *et al* (2008). Online learning is commonly referred to as the intentional use of networked information and communications technology in teaching and learning. Several other terms are also used to describe this mode of teaching and learning. They include online learning, virtual learning, distributed learning, network and web-based learning Som Naidu (2006).

From the above statement, it can be concluded that online learning is learning that is done using technology utilization and done virtually. Online learning is also a form of progress in the development of technology and communication, especially in conveying information related to education.

b. Characteristics of Online Learning

According to Zhang *et al.* (2004) Online learning is still at an early stage, with many uncertain issues to be clarified and investigated. There are many factors potentially influencing online learning effectiveness, such as media characteristics, learning context, technology, and learner characteristics. While our experiments have demonstrated that online learning can be at least as active as conventional classroom learning under certain situations, we are not in a position to claim that online learning can replace traditional classroom learning. Learning is mostly a socio-cognitive activity. Not every student will find online learning suitable for his or her learning style. Some students feel bored or intimidated in front of the

computer. Other important issues in online learning must also be taken into consideration. Issues of trust, authorization, confidentiality, and individual responsibility must be resolved. Owners of intellectual property should be adequately compensated. Security on the Internet is a growing challenge, primarily due to the open access by the public to this universal network. Besides, since multimedia materials are heavily used in online learning systems, a high-bandwidth network is an essential requirement for efficient content access.

Nevertheless, online learning is a promising alternative to traditional classroom learning, which is especially beneficial to remote and lifelong learning and training. In many cases, online learning can significantly complement classroom learning. Online learning will keep growing as an indispensable part of academic and professional education. Efforts should continue to explore how to create a more appealing and effective online learning environments. One way to achieve this is to integrate appropriate pedagogical methods, to enhance system interactivity and personalization, and to engage learners better Zhang *et al.* (2004).

4. Learning Media

a. Definition of learning media

The word comes from the Latin media, which literally means 'middle', 'intermediate' or 'introductory'. Gerlach & Ely (1971) says that if the media is understood broadly human, material, or events that establish the conditions that enable the pupils to acquire knowledge, skills, or attitudes. Briefly media is a tool that convey or deliver messages of learning.

According to Arsyad (2007, p. 4) if the media carry messages or information aimed at containing instructional or teaching purposes, the media is called a medium of learning. In line with this limitation, Hamidjojo in Latuheru (1993) media restrictions as all forms of intermediaries used by

humans to communicate or spread ideas, ideas, or opinions so that ideas, or opinions expressed that up to the intended recipient.

Meanwhile, Gagne (1975) implicitly saying that learning media includes tools physically used to convey the contents of teaching materials, comprising among others the book, tape recorders, cassettes, video cameras, video recorders, films, slides (images frame), photos, images, graphics, television and computers. According to Arsyad (2007, pp. 4-5) concluded that media is a component of learning resources or physical vehicle containing instructional materials in the student environment that can stimulate students to learn.

From the explanation above, it can be concluded that the learning media is a means of education that can be used as an intermediary in the process of learning to enhance the effectiveness and efficiency in achieving the objectives of teaching. In a broader sense of learning, media are tools, methods and techniques used in order to streamline further the communication and interaction between teachers and learners in the learning process.

b. Characteristics of learning media

Gerlach & Ely (1971) presents three characteristics that media is an indication of why the media is used:

1) Feature fixative

These characteristics describe the media's ability to record, store, preserve, and reconstruct an event or object.

2) Characteristics manipulative

Transformation of an event or object is possible because the media have manipulative traits. Events that took days can be presented to students in two or three minutes with the technique of shooting time-lapse recording.

3) Feature distributive

This characteristic allows an object or event that are transported through space, and simultaneously the incident served to a large number of students by the similar stimulus relative experience of the incident. In addition, according to Asyhar (2012, p. 81), criteria for right learning media that need to be considered in the media selection process are as follows:

- i. Clear and neat. A good media must be clear and neat in its presentation.
- ii. Clean and attractive. Clean here means that there is no unnecessary interference with text, images, sound, and video.
- iii. Match the target. Effective media for large groups may not be as effective if used in small groups or individuals.
- iv. Relevant to the topic being taught. The media must be following the characteristics of facts, concepts, principles, procedural, or generalization.
- v. Following the learning objectives. The right media are following predetermined instructional goals, which generally refer to one or a combination of two or three domains of cognitive, affective, and psychomotor.
- vi. Practical, flexible, and resistant. This criterion guides the teacher/instructor to choose existing media, easily obtained, or easily made by the teacher.
- vii. Good quality. Technical criteria must be of good quality.

The size is following the learning environment. Media that is too large is difficult to use in a class of limited size and can cause less conducive learning activities.

Based on the description above, it can be concluded that the selection of instructional media must be student-oriented. It means that it is necessary to consider the benefits and the convenience that students will get

from selecting the media. The media chosen must follow the learning objectives, the characteristics of students, the material to be learned, and the learning methods and experiences provided to students.

c. Functions of learning media

Hamalik (1986) argued that the use of instructional media in teaching and learning could generate new passions and interests, raise motivation and stimulation of learning activities, and even bring psychological effects on students. The use of instructional media at the stage of learning orientation will significantly assist the effectiveness of the learning process and the delivery of messages and content at the time.

Levie & Lentz (1982) suggested four media functions of learning, especially visual media, namely:

1) Function of Attention

A core that is attractive and draws attention students to concentration the content subjects related to the meaning of the displayed visual or text accompanying the subject matter.

2) Affective function

It can be seen from the enjoyment level of students when learning (or read) the text display. Image or visual symbol can arouse emotions and attitudes, such as information concerning social or racial issues.

3) Cognitive Function

Seen from the research findings that reveal that a visual symbol or image facilitates the achievement of the aim to understand and remember the information or message contained in the image.

4) The function of compensatory

Seen from the research that the visual medium provides a context for understanding the text help students who are weak in reading

for organizing information in text and recall. In other words, learning media serves to accommodate students who are weak and slow to accept and understand the contents of the lessons are presented with text or presented verbally.

The practical benefits of the use of instructional media in teaching and learning process, according to Arsyad (2007, p. 26) as follows:

- 1) Media study may clarify the presentation of messages and information so as to facilitate and enhance the learning process and result.
- 2) The media can enhance learning and direct the child's attention so that it can lead to motivation to learn, more direct interaction between the students and the environment, and the possibility of students to learn on their own according to their ability and interest.
- 3) Learning media can overcome the limitations of the senses, space and time.
- 4) Instructional media can provide a common experience to students about events in their environment, as well as enabling direct interaction with teachers, community, and environment eg through field trips, visits to museums or the zoo.

The role of the media by Sudjana and Rivai (1990, pp. 6-7) in the learning process, among others:

- 1) Tools to clarify teaching materials when teachers deliver lesson
- 2) Tools for cause further problems to be studied and solved by the students in their learning.
- 3) The source of learning for students

According to Sudjana and Rivai (1990, p. 2) the benefits of the medium of instruction in the learning process, namely:

- 1) Teaching will attract more attention so as to motivate students to learn.
- 2) The teaching materials will be quite vague so that it can be better understood by the students and allow students to master learning goals better.
- 3) Teaching methods will be more varied and are not solely verbal communication through the narrative of words by teachers so that students do not get bored and teachers do not run out of steam, especially if the teacher teaches every hour lesson.
- 4) Students are more learning activities because not only listen to the description of the teacher but other activities such as observing, doing, demonstrate and others.

In addition to these reasons the media can enhance teaching and learning process is accordant with level of student thinking. Level of human thinking follows the developmental stages starting from concrete thinking to abstract thinking head, starting from the simple to the complex thinking. The use of earning media is closely related to the thinking stages because through the medium of teaching abstract things that can be concretized and complex things can be simplified.

As explained above, many factors influence the teaching and learning process, including the media / educational tools. Educational media can be used as a practical learning strategy to achieve learning objectives in teaching and learning activities.

d. Efficient Media

As long as the selection and use of teaching tools/media are appropriate, one crucial role in the press is that it must be efficient. Efficient is the achievement of an end goal using the least amount of resources (Heinz Wehrich, 2005).

According to Gie (1985), efficiency is measured based on the number of components used to achieve the desired result. Efficiency is a concept that reflects the best ratio between effort and results. There are two kinds of efficiency, namely the efficiency of learning efforts seen from the desired learning achievement that can be achieved with minimal effort. In contrast, the efficiency of learning outcomes is determined if the learning effort is high. The accelerated learning process is efficient Thomas (2002, p. 3).

In general, the criteria efficiency media that must be considered in media selection, according to Solihatin (2012) are objectives, students' targets, characteristics of the media concerned, time, cost, availability, the context of use, and technical quality. Meanwhile, the factors that must be 27 considered in selecting media are objectivity, teaching program, situation and condition, quality of technique, and efficiency.

5. Application

An application or application program is a software program that runs on a computer. Application is operated because each program has a specific application for the user Christensson (2008). Application is a program created by the user that is intended to perform particular tasks Kadir (2003).

According to Kadir (2008, p. 3), application programs are ready-to-use programs or programs designed to carry out a function for other users or applications. Applications are also interpreted as the use or application of a concept that is the subject of discussion or as a computer program created to help humans in carrying out specific tasks. Software applications designed for particular practitioner use, this broad classification can be divided into 2 (two), namely:

- a) Specialist software applications, programs with integrated documentation designed to carry out specific tasks.

- b) Package application, a program with integrated documentation designed for certain types of problems.

From the two meanings above it can be concluded that the application is a collection of commands or code that is compiled systematically to execute commands given by humans through computer components or hardware used by humans in running application programs, thereby helping humans to provide what solutions are desirable.

According to Shelly et al (2009), the application is a set of special instructions in computers that are designed so that we complete specific tasks. According to Yuhefizar (2012), the application is a program developed to meet the needs of users in carrying out specific jobs.

According to Dhanta (2009: 32), the application is software created by a computer company to do specific tasks, for example, Microsoft Word, Microsoft Excel. An application is a program created in software with a computer to facilitate work or specific tasks such as applications, use and addition of data needed.

From the above definition, it can be concluded that the application is a program in a device that helps in completing tasks or work using media such as computers, laptops, or smartphones.

6. COVID-19

Covid-19 is an infectious disease caused by the most recently discovered Coronavirus. This new virus and disease were unknown before the outbreak began in Wuhan, China, in December 2019 (Organization, World Health Organization (WHO), 2020). The coronavirus COVID-19 pandemic defines the global health crisis of our time and the most significant challenge we have faced since World War Two. Since its emergence in Asia late the last year, the virus has spread to every continent except Antarctica. Cases are rising daily in Africa, the Americas, and

Europe. Countries are racing to slow the spread of the virus by testing and treating patients, carrying out contact tracing, limiting travel, quarantining citizens, and cancelling large gatherings such as sporting events, concerts, and school (UNDP, 2020).

From the above definition, it can be concluded that Covid 19 is a dangerous virus discovered in Wuhan, China, at the end of 2019. This virus can spread quickly so that it dramatically affects the activities in the world.

B. Previous Studies

The first previous study was conducted by Erma (2020). The researcher study entitled “The Analysis of Students’ Perceptions on the Efficient Application Used in Online Learning in the Midst of Covid-19 Pandemic (A Survey at the Fifth Semester Students of English Education Department of IAIN Salatiga) the purpose of this study were to find out the perception of English Education Department Students about efficient application used in online learning and the most efficient application used in online application during the midst of Covid-19 pandemic. The research was qualitative research. The subject were thirty of fifth-semester students of English Education Department IAIN Salatiga. Questionnaire, interview, and documentation were used to collect the data. The data were analyzed and interpreted through qualitative procedure.

The second previous study was conducted by Ekidito (2020) he studied “English Students’ Point of View in The Use of Web-Based Technology for Learning English at IAIN Kediri”. The method used descriptive quantitative method. This method aims to describe the real condition in certain place which can be displayed in tables, or graphics. The study was conducted to investigate English students’ point of view in the use of web-based technology for learning English. The researcher studied students consists of second and forth semester of English department in IAIN Kediri. The Instrument of collecting data was questionnaires. It analyzed using formula based on (Nazir 2005).

The third previous study entitled “An Analysis of University Students’ Perspective on Online Learning in the Midst of Covid-19 Pandemic” by Sujarwo *et al* (2020). This research aims to investigate university students’ perspective on utilizing online learning in the midst of COVID-19 pandemic. This research used qualitative descriptive method. The subject of this research were the learners of Elementary School Teacher Education, Physical Education, Sociology Education and English Education Department of University Megarezky in 2019/2020 academic year. The number of respondents was 40. The research instrument were questionnaire that was obtained by google from and in-depth interview.